**Grade 6 - Social Studies – Instructional Grid**

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|  | **Content** | **Skills** | **Instructional Strategies** | **Differentiated Tasks** | **Evaluation & Assessments** |
| **Week Ending**  **Dec.16, 2011** | Key geographic features  Natural resources  Timelines | Timeline  Identifying geographical features  Integrating visual information with other information | Lecture  Modeling  Power point  Google earth  Jeopardy | Differentiate by role, e.g., ELL & below level students identify images, create captions while at level and above summarize, analyze and apply | Pre-assessments  Quizzes  Project: research a geographic feature and analyze its significance in the region and the world |
| **Week Ending**  **Dec. 23, 2011** | The beginnings of civilization  Elements of a civilization  Sumer | Cite textual evidence to support analysis of sources  Know some important historic events and developments of past civilizations | Lecture  Modeling  Discovery education movies  Note-taking strategies  Exit slips | Leveled project choice board | Pre-assessments  Quizzes  Homework  Project evaluation based on project board choice |
| **Week Ending**  **Jan. 06, 2011** | Elements of a civilization (continued) | Identify key steps of a process  Paraphrasing  Drawing conclusions | Lecture  Modeling  Smart board  Research methods  Exit slips  Think pair share | Differentiate by writing task | Pre-assessments  Quizzes  Project: defend argument for classifying a group as a civilization. Choices: Hittites, Assyrians, Chaldeans, Phoenicians |
| **Week Ending**  **Jan. 13, 2011** | Major religions (Judaism, Christianity, Islam) | Distinguishing between fact, opinion and judgment  Comparing and contrasting  Investigating impact of groups | Lecture  Modeling  Discovery Education  Note-taking strategies  Exit slips  Comparing and contrasting  Group work | Leveled texts | Anticipation guide  Pre-assessments  Homework  Quizzes  Compare/contrast essay |
| **Week Ending**  **Jan. 20, 2011** | Case study of a modern nation: choices of Turkey, Iraq, Israel or Afghanistan | Formation of the modern Middle East | Lecture  Modeling  Four corners  Think pair share  Group work | Role | Homework  Quizzes  Debate |

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| **Week Ending**  **Feb. 3, 2012** | **Geography of Africa**  (deserts, rainforests, savannahs,  regions, rivers) | Interpreting Maps.  Identifying Key Geographical features.  Graphic Organizers  Using inference to identify the effect Africa’s geography has on life in the various regions. | Lecture  Modeling  PowerPoint  Google Earth  Note-taking strategies  Drawing Web Diagrams that identify physical features, natural resources, & climate.  Modeling  Making Inference | Differentiate by role, e.g., ELL & below level students identify images, create captions while at level and above summarize, analyze & apply information using critical thinking. | Pre-assessments  Quizzes  Homework  Project: Each group (based on seating arraignments) is assigned a region of Africa. The task is to identify the key geographic features for the region (at least four features per group). |
| **Week Ending**  **Feb. 10, 2012** | **Case study of ancient African Kingdoms. Will focus on Ancient Egypt, various trading kingdoms such as Kush, the Empire of Ghana, Timbuktu, & Benin.**  key geographic features  – daily life  – social and political organization  – culture (art, music, literature,  Architecture, language, etc.)  – religious beliefs (Animism,  Islam, Coptic, Christianity,  Polytheism)  – economic systems  – use of land and resources  – development of science and  Technology  – contributions and achievements– people and events in history | Timeline  Analyzing Primary & Secondary sources.  Identify key terms, peoples, and places.  Graphic Organizers  Analyzing architecture, art, & culture of the various kingdoms.  Case & Effect  Identify key geographic features. | Lecture  Modeling  PowerPoint  Smart board  Research methods  Discovery education videos  Note-taking strategies  Scaffolding  Google Earth(used to show modern day locations of the Ancient Kingdoms)  Graphic Organizers: web diagram, cause & effect chart, T-chart, Ven-diagram) | Project will be presented in the format of a poster board along with a written essay defending the argument. Low-level students will be given the role to research online for pictures, drawings of historical figures, art, & any images that support the argument. The at-level & above level students will write the essay & scaffold those doing the internet research. | Pre-assessments  Homework  Quizzes(various types including some based on making inferences)  Mini-lesson leading to critical thinking question.  Text based Section Assessments  Group Project: defend argument for classifying an African Kingdom as an Empire. Choices: Kush, Egypt, Ghana, Mali, & Benin |
| **Week Ending**  **Feb. 17, 2012** | Case study of Ancient African Kingdoms (Continued) | Drawing Conclusions  Making Inferences  Critical Thinking  Make Judgments  Linking the achievements & accomplishments of Ancient African Kingdoms to the influence they may have on us today.  Access Prior Knowledge  Case & Effect  Timeline | Lecture  Modeling  Smart board  PowerPoint  Research methods  Note-taking strategies  Exit slips  Think, Pair, & Share  Group Work  Jeopardy  Online interactive educational games.  Scaffolding  Discover Education videos | Differentiate by writing tasks.  Group work: roles will be assigned to students based on level of understanding, ELL & I.E.P status.  Leveled texts | Pre-assessments  Quizzes  Homework  Essays  Project: Diorama of an Ancient African Kingdom  Oral Presentation(in relation to the project) |
| **Week Ending**  **March 2, 2012** | **Growth and Development:**  • Colonization and African cultures and civilizations  • Reasons for European  colonization  • African resistance  • Africa interacts with other  nations  • Assimilation and native cultures  • Slave trade and forced migration  • Independence and the rise of modern African nations | Timeline  Critical Thinking  Compare & Contrast  Identify, Explain, & Elaborate on the growth & development of Africa.  Make Inferences  Draw Conclusions  Recall Prior Knowledge | Lecture  Modeling  Smart board  Scaffolding  Exit Slips  Group Work  Graphic Organizers  PowerPoint  Discover Education videos | Differentiate by writing task. | Anticipation guide  Pre-assessments  Homework  Quizzes  Compare/contrast essay.  Visual presentation based on creating a cause & effect graphic organizer. |
| **Week Ending**  **March 10, 2012** | **Case study of a**  **contemporary African nation**  **(Kenya, Algeria, Morocco, South Africa, & Angola)**  – geographic and political  boundaries of modern Africa  – formation of modern Africa  – key events and people  – daily life  – cultural legacies  – tribal and clan identity vs.  national identity  – forms of government  – African economy today  – issues of diversity and  interdependence  – religion  – development of urban  centers  – impact of technology  – current issues | Timeline  Critical Thinking  Compare & Contrast  Identify, Explain, & Elaborate on the growth & development of Africa.  Make Inferences  Draw Conclusions  Recall Prior Knowledge  Analyzing the formation of modern day African Nations. | Lecture  Modeling  PowerPoint  Google Earth  Note-taking strategies  Comparing & Contrasting  Discovery Education videos  Group Work | Leveled project choice board. | Project evaluation based on choice board.  Pre-assessments  Quizzes  Homework  Compare & Contrast Essay  Oral report based on fun facts research assignment. |
| **Week Ending**  **3/5-3/9** | African Geography | -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect  -public speaking | -activating prior knowledge  -summarizing and note taking  -cooperative learning  -Technology skills  -cause and effect  -gather-group-share | -direct instruction  -group assignments  -class presentations  -peer directed instruction | -pre-assessments  -project – assign groups of 5-6 students, each group summarizing and describing the geography of different sections of Africa |
| **Week Ending**  **3/12-3/23** | Ancient Civilizations Ancient Egypt  - Development | -explaining cause and effect  -drawing inferences  -making conclusions  -defining terms  -timelines | -gather-group-share  -model-activity-evaluate | -videos  -charts and graphic organizers  -listening activities | -analytical summaries  -note-taking  -created questions  -quizzes |
| **Week Ending**  **3/26-3/30** | Egyptian Rulers and Achievements | -drawing inferences  -writing analytical paragraphs  -identifying key steps of a process | -think-pair-share  -lecture/direct teaching  -exit slips  -modeling  -group work | -use images, create captions  -analyze and apply prior knowledge | -pre-assessments  -quizzes  -project - on the development of one ancient technology through modern times |
| **Week Ending**  **4/2-4/5** | Ancient Africa – Kush | -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect  -public speaking  -explaining cause and effect  -drawing inferences  -making conclusions  -defining terms  -timelines | -summarizing and note taking  -cooperative learning  -Technology skills  -cause and effect  -gather-group-share  -think-pair-share  -lecture/direct teaching  -exit slips  -modeling  -group work | -videos  -charts and graphic organizers  -listening activities  -direct instruction  -group assignments  -class presentations  -peer directed instruction | -pre-assessments  -analytical summaries  -note-taking  -created questions  -quizzes |
| **Week Ending**  **4/16-4/20** | Grade 6-  South and East Asian Geography | -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect | -summarizing and note taking  -cooperative learning  -Technology skills  -cause and effect  -gather-group-share  -think-pair-share  -lecture/direct teaching  -exit slips  -modeling  -group work | -videos  -charts and graphic organizers  -listening activities  -direct instruction  -group assignments  -class presentations  -peer directed instruction  -use images, create captions  -analyze and apply prior knowledge | -pre-assessments  -analytical summaries  -note-taking  -created questions  -quizzes |
| **Week Ending**  **4/23-4/27** | Grade 6 –  India | explaining cause and effect  -drawing inferences  -making conclusions  -defining terms  -timelines | think-pair-share  -lecture/direct teaching  -exit slips  -modeling  -group work  -activating prior knowledge  -summarizing and note taking  -cooperative learning  -Technology skills  -cause and effect  -gather-group-share | -videos  -charts and graphic organizers  -listening activities  -direct instruction  -group assignments  -class presentations  -peer directed instruction  -use images, create captions  -analyze and apply prior knowledge | -pre-assessments  -analytical summaries  -note-taking  -created questions  -quizzes |
| **Week Ending**  **4/30-5/11** | Grade 6-  China, Mongolia, Taiwan, Japan, and Koreas | -Distinguishing between fact, opinion and judgment  -Comparing and contrasting  -Investigating impact of groups  -drawing inferences  -making conclusions  -defining terms  -timelines | Lecture  Modeling  Discovery Education  Note-taking strategies  Exit slips  Comparing and contrasting  Group work | Differentiate by writing task  Leveled texts  Role Play | Anticipation guide  Pre-assessments  Homework  Quizzes  Compare/contrast essay |
| **Week Ending**  **5/14-5/18** | Grade 6-  India and Buddhism | -Distinguishing between fact, opinion and judgment  -Comparing and contrasting  -Investigating impact of groups  -drawing inferences  -making conclusions  -defining terms  -timelines  -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect | Lecture  Discovery Education  Note-taking strategies  Exit slips  Comparing and contrasting religions  Group work  Think pair share | -videos  -charts and graphic organizers  -listening activities  -direct instruction  -group assignments  -class presentations  -peer directed instruction | Homework  Quizzes  Debate  Case studies |
| **Week ending**  **5/21-5/25** | Grade 6-  Physical Geography of Europe | -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect  -public speaking | -activating prior knowledge  -summarizing and note taking  -cooperative learning  -Technology skills  -cause and effect  -gather-group-share | -direct instruction  -group assignments  -class presentations  -peer directed instruction | -pre-assessments  -project – assign groups of 5-6 students, each group summarizing and describing the geography of different sections of Europe |
| **Week ending**  **5/28-6/1** | Grade 6-  Ancient Civilizations of Europe | -explaining cause and effect  -drawing inferences  -making conclusions  -defining terms  -timelines of Greece and Rome | -gather-group-share  -model-activity-evaluate | -videos  -charts and graphic organizers  -listening activities | -analytical summaries  -note-taking  -created questions  -quizzes |
| **Week ending**  **6/4-6/22** | Grade 6-  Growth and Development of Europe | -Distinguishing between fact, opinion and judgment  -Comparing and contrasting  -Investigating impact of groups  -drawing inferences  -making conclusions  -defining terms  -timelines  -geography  -analyzing maps  -using topographic maps  -comparing maps  -Analyzing visuals  -explaining cause and effect | Lecture  Discovery Education  Note-taking strategies  Exit slips  Comparing and contrasting religions  Group work  Think pair share | -videos  -charts and graphic organizers  -listening activities  -direct instruction  -group assignments  -class presentations  -peer directed instruction | Homework  Quizzes  Debate  Case studies |